Main Criteria: Structure and Style for Students

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / ST ANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature

CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / ST ANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND CONCEPT / STANDARD		Writing Standards Research to Build and Present Knowledge
CONCEPT /		-
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.W. 9-	Research to Build and Present Knowledge
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9- 10.W.9. 9- 10.W.9.a.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9. 9- 10.W.9.a. AZ.9-	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	9- 10.W.9. 9- 10.W.9.a. AZ.9-	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature. Writing Standards
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.W. 9- 10.W.9. 0.W.9.a. Az.9- 10.W.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND	AZ.9-	Language Standards
	10.L.	

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE /	9-	Use correct spelling.

OBJECTIVE /	9-	US
GRADE LEVEL	10.L.2.c.	
EXPECTATION		

STRAND	AZ.9-	Language Standards
	10.L.	

CONCEPT / ST ANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE /	9-	Write and edit work so that it conforms to the guidelines in a style manual.

GRADE LEVEL 10.L.3.a. EXPECTATION

STRAND

AZ.9-10.L. Language Standards

	10.L.	
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

9-10.L.6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESPONSE TO LITERATURE Week 23 Page 249-262

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / ST ANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / ST ANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9-	Writing Standards
	10.W.	
CONCEPT / STANDARD	10.W.	Research to Build and Present Knowledge
	9-	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	9-	
STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9- 10.W.9. 9- 10.W.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9. 9- 10.W.9.a. AZ.9-	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature.

STRAND	A2.9- 10.L.	Language Stanuarus
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards

AZ.9-

Language Standards

CONCEPT /	
STANDARD	

PERFORMANC9-10.L.6.Acquire and use accurately general academic and domainSpecific words and phrases, sufficient for reading, writing,E OBJECTIVE /speaking, and listening at the college and career readiness level; demonstrate independence in gatheringPROFICIENCYvocabulary knowledge when considering a word or phrase important to comprehension or expression.LEVEL

Timed Essay Week 24 Page 263-263

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
E OBJECTIVE /		and is shaped and refined by specific details; provide an objective summary of the text.
PROFICIENCY		
LEVEL		

PERFORMANC	9-10.RI.3. Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are
E OBJECTIVE /	made, how they are introduced and developed, and the connections that are drawn between them.
PROFICIENCY	
LEVEL	

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / ST ANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16
		Arizona's College and Career Ready Standards Language Arts
		Grade 9 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LEVEL

 PERFORMANC
 9-10.RI.3. Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

 PROFICIENCY
 LEVEL

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well©chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND CONCEPT / STANDARD		Writing Standards Production and Distribution of Writing

PERFORMANC 9-E OBJECTIVE / 10.W.5. PROFICIENCY LEVEL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfagenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-	Apply grades 9-10 Reading standards to informational and ponfiction text

OBJECTIVE /	9-	Apply grades 9-10 Reading standards to informational and nonfiction text.
GRADE LEVEL	10.W.9.b.	
EXPECTATION		

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9-	Speaking and Listening Standards

STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE /	9-	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation
GRADE LEVEL EXPECTATION	10.SL.1.a.	by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well [®] reasoned exchange of ideas.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Arizona's College and Career Ready Standards
		Language Arts Grade 9 - Adopted: 2016
STRAND	47.0	
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD	Key Ideas and Details		

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well [®] chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.

OBJECTIVE / 9-EXPECTATION

Provide a concluding statement or section that follows from and supports the information or explanation presented GRADE LEVEL 10.W.2.f. (e.g., articulating implications or the significance of the topic).

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfagenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
STRAND CONCEPT / STANDARD		Language Standards Vocabulary Acquisition and Use
CONCEPT /	10.L. 9-	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.L. 9-	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain[specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / ST ANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
STRAND CONCEPT / STANDARD		Reading Standards for Literature Craft and Structure
CONCEPT /		-
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.RL. 9-	Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.RL.4. 9-	Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create

PERFORMANC9-By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, andE OBJECTIVE /10.RL.10.poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. ByPROFICIENCYthe end of the year, proficiently and independently read and comprehend literature, including stories, drama, andLEVELpoetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

10.W.

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / 9- Apply grades 9-10 Reading standards to literature. GRADE LEVEL 10.W.9.a. EXPECTATION

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / ST ANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

```
STRAND AZ.9- Language Standards
```

AZ.9-
10.L.

CONCEPT / STANDARDConventions of Standard EnglishPERFORMANC PROFICIENCY LEVEL9- 10.L.2.Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		10.L.	
E OBJECTIVE / 10.L.2. spelling when writing.			Conventions of Standard English
	E OBJECTIVE		5 1 ,1 ,

OBJECTIVE / 9- Use correct spelling. GRADE LEVEL 10.L.2.c. EXPECTATION

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION	AZ.9- 10.W.	Writing Standards
GRADE LEVEL		
OBJECTIVE /	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well®structured event sequences.
CONCEPT / STANDARD		Text Types and Purposes
STRAND	AZ.9- 10.W.	Writing Standards
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE /	9-	Determine the meaning of words and phrases as they are used in the text including fourative and connective

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (GradeIspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Conventions of Standard English

PROFICIENCY LEVEL

OBJECTIVE /	9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses
GRADE LEVEL	10.L.1.b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
EXPECTATION		writing or presentations.

STRAND	AZ.9-	Language Standards
	10.L.	

	10.2.	
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain [®] specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Arizona's College and Career Ready Standards Language Arts Grade 9 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

EXPECTATION

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST AND ARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards

CONCEPT / ST ANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Conventions of Standard English

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.

STRAND	AZ.9-	Language Standards
	10.L.	

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use

9-10.L.6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well [®] chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfugenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlied) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domainIspecific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		Arizona's College and Career Ready Standards
		Language Arts
		Grade 9 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text

	10.RI.	
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE /	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PROFICIENCY LEVEL

 PERFORMANC
 9-10.RI.3. Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

 PROFICIENCY
 LEVEL

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfugenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well [®] reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST AND ARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple®meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domainIspecific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		Arizona's College and Career Ready Standards Language Arts Grade 9 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well [®] chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfugenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC 9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time frames (time for research, reflection, and revision) and shorter time for research, reflection, and revision and		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple®meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.

STRANDAZ.9-
10.L.Language StandardsCONCEPT /
STANDARDVocabulary Acquisition and UsePERFORMANC
POSJECTIVE /
PROFICIENCY9-10.L.6.Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing,
speaking, and listening at the college and career readiness level; demonstrate independence in gathering
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Arizona's College and Career Ready Standards

Language Arts

Grade 9 - Adopted: 2016

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LEVEL

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / ST ANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD	Text Types and Purposes	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND		
	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Writing Standards Production and Distribution of Writing
		-
ST ANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.W.4. 9-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

AZ.9-10.W. STRAND Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.

STRAND AZ.9-10.W. Writing Standards CONCEPT / STANDARD **Range of Writing**

PERFORMANC 9-PROFICIENCY LEVEL

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a E OBJECTIVE / 10.W.10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

STANDARD		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.

STRAND	AZ.9-	Language Standards
	10.L.	

PROFICIENCY

LEVEL

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiplelmeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE /	9-10.L.6.	Acquire and use accurately general academic and domain[specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with wellDchosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND CONCEPT / STANDARD		Writing Standards Research to Build and Present Knowledge
CONCEPT /	10.W.	-
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfugenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	10.W. 9-10.W.7.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	 10.W. 9-10.W.7. 9- 10.W.8. AZ.9- 	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND	10.W. 9-10.W.7. 9- 10.W.8. AZ.9- 10.W.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Writing Standards

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST AND ARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST AND ARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple®meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126
		Arizona's College and Career Ready Standards Language Arts Grade 9 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well [®] chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / ST ANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE PROFICIENCY LEVEL		Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND AZ.9- Language Standards 10.L.

PERFORMANC 9- Demonstrate command of the conventions of Standard English capitalization, punctuation, and	CONCEPT / ST ANDARD	Conventions of Standard English
E OBJECTIVE / 10.L.2. spelling when writing. PROFICIENCY LEVEL	E OBJECTIVE / PROFICIENCY	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE /	9-	Use correct spelling.
GRADE LEVEL	10.L.2.c.	
EXPECTATION		

STRAND	AZ.9-	Language Standards
	10.L.	

CONCEPT / STANDARD	Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE /9-Write and edit work so that it conforms to the guidelines in a style manual.GRADE LEVEL10.L.3.a.EXPECTATION

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiplelmeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well©chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfagenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

English

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.

	10.L.	
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.

GRADE LEVEL 10 EXPECTATION

STRAND

STRAND

AZ.9-

AZ.9-

10.L.

Language Standards

Language Standards

CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

Arizona's College and Career Ready Standards

Language Arts

Grade 9 - Adopted: 2016

 STRAND
 AZ.9-10.W.
 Writing Standards

 CONCEPT / STANDARD
 Text Types and Purposes

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well©chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfugenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

9-10.L.6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

Arizona's College and Career Ready Standards Language Arts

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well [®] chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE /	9-	Write and edit work so that it conforms to the guidelines in a style manual.
GRADE LEVEL	10.L.3.a.	
EXPECTATION		

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain[specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.9.	Analyze how an author draws on and transforms source material in a specific work.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well [®] structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiplelmeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE /	9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
GRADE LEVEL	10.L.4.b.	as a clue to the meaning of a word or phrase.
EXPECTATION		

OBJECTIVE /	9-	Verify the preliminary determination of the meaning of a word or phrase.
GRADE LEVEL	10.L.4.d.	
EXPECTATION		

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD

PERFORMANC9-By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in aE OBJECTIVE /10.RI.10.text complexity range determined by qualitative and quantitative measures appropriate to grade 9.PROFICIENCYLEVELFormational texts and nonfiction in a

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (GradeIspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
OTANDAND		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
PERFORMANC E OBJECTIVE / PROFICIENCY		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	10.W.10.	single sitting or a day or two) for a range of tasks, purposes, and audiences.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND	10.W.10.	single sitting or a day or two) for a range of tasks, purposes, and audiences.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.10. AZ.9- 10.L.	single sitting or a day or two) for a range of tasks, purposes, and audiences. Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	10.W.10. AZ.9- 10.L. 9- 10.L.1.	single sitting or a day or two) for a range of tasks, purposes, and audiences. Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.L.6.	Acquire and use accurately general academic and domain[]specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

Arizona's College and Career Ready Standards

Language Arts

Grade 9 - Adopted: 2016

STRAND AZ.9-10.RI.

LEVEL

Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / ST ANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE /	9-	Use correct spelling.
GRADE LEVEL	10.L.2.c.	
EXPECTATION		

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple[meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		Arizona's College and Career Ready Standards Language Arts Grade 9 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

OBJECTIVE /9-Provide a concluding statement or section that follows from and supports the argument presented.GRADE LEVEL10.W.1.e.EXPECTATION

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well [®] chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfugenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.b.	Use a colon to introduce a list or quotation.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multipleImeaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

 PERFORMANC
 9-10.RI.3. Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

 PROFICIENCY
 LEVEL

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / ST ANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL		distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	10.W.2.a. 9-	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	10.W.2.a. 9- 10.W.2.b. 9-	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well©chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	10.W.2.a. 9- 10.W.2.b. 9- 10.W.2.d. 9-	 distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain@specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the

CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
STRAND	AZ.9- 10.L.	Language Standards	
CONCEPT / ST ANDARD		Conventions of Standard English	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.b.	Use a colon to introduce a list or quotation.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.	
STRAND	AZ.9- 10.L.	Language Standards	
CONCEPT / STANDARD		Knowledge of Language	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.	
STRAND	AZ.9- 10.L.	Language Standards	
CONCEPT / STANDARD		Vocabulary Acquisition and Use	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.	

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.	
STRAND	AZ.9- 10.W.	Vriting Standards	
CONCEPT / ST ANDARD		Text Types and Purposes	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.	
STRAND	AZ.9- 10.W.	Writing Standards	
CONCEPT / ST ANDARD		Text Types and Purposes	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well®structured event sequences.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
STRAND	AZ.9- 10.W.	Writing Standards	
CONCEPT / ST ANDARD		Production and Distribution of Writing	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE /	9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses
GRADE LEVEL	10.L.1.b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
EXPECTATION		writing or presentations.

STRAND AZ.9- Language Standards 10.L.

CONCEPT / STANDARD	Conventions of Standard English
PERFORMANC E OBJECTIVE / 1 PROFICIENCY LEVEL	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / 9- Use correct spelling. GRADE LEVEL 10.L.2.c. EXPECTATION

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC	۹.	Apply knowledge of language to understand how language

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE /	9-	Write and edit work so that it conforms to the guidelines in a style manual.
	1010-	

GRADE LEVEL 10.L.3.a. EXPECTATION

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple]meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain[specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona's College and Career Ready Standards

Language Arts

STRAND	AZ.9- 10.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Key Ideas and Details	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
STRAND	AZ.9- 10.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Craft and Structure	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	
STRAND	AZ.9- 10.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.	
STRAND	AZ.9- 10.W.	Writing Standards	
CONCEPT / ST ANDARD		Text Types and Purposes	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / ST ANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE /	9-	Apply grades 9-10 Reading standards to literature.

EXPECTATION		
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE /	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

(a PROFICIENCY LEVEL

STRAND	AZ.9- 10.L.	Language Standards

GRADE LEVEL 10.W.9.a.

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE /	9-	Use correct spelling.
GRADE LEVEL	10.L.2.c.	
EXPECTATION		

STRAND	AZ.9- 10.L.	Language Standards			
CONCEPT / STANDARD		Knowledge of Language			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.			
STRAND	AZ.9- 10.L.	Language Standards			
CONCEPT / STANDARD		Vocabulary Acquisition and Use			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple®meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.			
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.			
STRAND	AZ.9- 10.L.	Language Standards			
CONCEPT / ST ANDARD		Vocabulary Acquisition and Use			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domainIspecific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			